

# Sparklings Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY330654
<b>Inspection date</b>	28/04/2010
<b>Inspector</b>	Kashma Patel

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<b>Type of setting</b>	Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Sparklings Day Nursery opened in 2006. The nursery is run in partnership with Sparkbrook Children's Centre and is situated in the Sparkbrook area of Birmingham. The nursery operates from two rooms in a refurbished building. There is access to a enclosed outdoor play area.

A maximum of 10 children may attend the setting at any one time and there are currently 18 children on roll, of these, eight children receive funding for early education. The setting is registered on the Early Year Register and both the compulsory and voluntary parts of the Childcare Register. The nursery has procedures to support children with special educational needs and/or disabilities and who speak English as an additional language.

The nursery is open each weekday from 8.00am to 6.00pm all year round. The nursery employs six members of staff. All staff hold appropriate early year's qualifications. The setting receives support from the local authority. The children's centre offers additional services which include early year's outreach services, a speech and language support team and community health workers.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are appropriately cared for in an inclusive environment where their individual needs are generally well met. Most of the required documentation, policies and procedures are in place which promotes children's welfare. However, a detailed risk assessment is not in place which compromises children's safety in the setting. Children make good progress in their learning and development as they access a wide range of activities. Partnerships with parents and other agencies are good which ensures continuity in children's progress. A system for self evaluation is in place which has identified some future priorities for improvement, however, this needs to be developed further.

## What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that the risk assessment identifies all aspects of the environment that need to be checked on a regular basis: maintain a record of these particular aspects and when and by whom they have been checked (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register)

18/05/2010

To further improve the early years provision the registered person should:

- develop further systems for assessment to ensure children's progress at a particular point can be tracked
- improve the system for self evaluation to identify all future priorities
- update complaints procedure to include name and address of the regulator.

## **The effectiveness of leadership and management of the early years provision**

Children are generally well safeguarded because staff have a clear understanding about the signs and symptoms of abuse and procedures to follow. Children learn to keep themselves safe as they learn about stranger danger on outings and through routines where they practice the emergency evacuation plan.

Staff carry out daily visual checks all areas children have access to such as the playrooms and the garden. They record this information using a tick list. However, a detailed risk assessment is not in place which covers all areas in sufficient detail on how children are protected. Consequently, adequate systems are not in place to fully protect children in the setting. Toys and equipment are checked regularly to ensure they are clean, safe and appropriate for children being cared for.

Furniture, toys and equipment are well deployed in the home. Children demonstrate their confidence as they help themselves to toys and equipment of their choice. Resources are stored in low level units, which promotes children's choice and independence. A good range of toys and equipment is also accessible in the outdoor covered area which ensures children are able to continue their learning.

Partnerships with parents and carers are good. Regular opportunities are available to discuss children's progress in their learning and development. Staff provide daily verbal and written information on children's care and activities when they are collected. Good systems are in place for parents to get involved in their children's learning. For example, regular workshops are planned on topics of parents choice which promotes children's progress and parents knowledge. Positive comments were received from parents on how well their children had settled in and enjoyed their time in the nursery. The nursery works well with other agencies such as sure start and flying start, this ensures both parents and children are well supported.

A system of self evaluation is developing, with some clear priorities being identified for future improvement. However, this needs to be further developed to ensure all future priorities are identified. Recommendations from last inspection with regard to developing the educational programme, improving documentation and providing more opportunities to promote children's independence have been addressed, although, in some areas this still requires further improvement. Most of required documentation that promotes children's health, and wellbeing is in place, however, the complaints procedure has not been updated to include contact details for Ofsted. Consequently, parents are not fully informed of who to contact should they have any concerns.

## **The quality and standards of the early years provision and outcomes for children**

Children are happy and settled in their environment. They make good progress in their learning as they access a wide range of toys and equipment which is purposefully stored at children's level to promote their choice and independence. Staff have a good knowledge of the Early Years Foundation Stage. They carry out regular observations which helps to identify the next stage in children's learning. However, current systems for assessment do not clearly track children's progress towards the early learning goals. This means that there may be some inconsistencies in the educational programme. Staff ensure that the weekly planning includes children's ideas and interests which promotes their learning.

Children demonstrate good levels of independence as they attend to their own personal care, such as going to the bathroom and washing their hands after activities. Their confidence is promoted as they take turns to help staff to give out drinks and food at snack time. Younger children make their needs and preferences known as they point at objects and direct staff towards activities they enjoy. Children develop good skills in their communication. For example, they take part in role play activities, sing songs on the microphone and listen to their favourite stories. Skills in creativity develop as children access various activities in the outdoor area. They express their ideas and feelings as they dress up in different outfits and paint on the easel. Children develop their knowledge of technology as they freely access the computer where they enjoy games which promotes their understanding of numbers, colours and shapes. Staff also use daily routines to promote children's awareness of numbers. For example, at snack time children count the cups and bowls. Children have free access to the outdoor area which has a covered area to ensure that the bad weather does not spoil their enjoyment. They develop physical skills as they climb, balance and ride on wheeled toys. Children are well behaved, for example, they know what is expected of them through simple rules and daily discussions. They are rewarded with stickers for good behaviour such as helping to tidy up and sharing toys.

Staff promote children's health and follow clear hygiene procedures. For example, tables are cleaned with an antibacterial spray before food is served. Children adopt good personal hygiene routines as they independently wash their hands before snack time. They use the liquid soap and paper towels provided, which helps protect them from the risk of cross infection. Children learn to make healthy choices as they enjoy a wide variety of fruit and vegetables at snack time. Packed lunches are provided by parents, and staff monitor the contents to ensure they promote healthy eating.

Children learn about the wider world and other cultures through a range of resources such as books, dolls and puzzles. They take part in the celebration of cultural festivals such as Eid where they taste different foods. Staff speak a wide range of community languages such as Hinko, Punjabi, and Urdu. This means that all parents are kept well informed of their children's care and development.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment) (Also applies to the voluntary part of the Childcare Register) 18/05/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Childcare Register (Suitability and safety of premises and equipment). 18/05/2010